



SUCCESS FACTORS OF SETTLING CHILDREN WITH MIGRATION BACKGROUND IN DAY CARE CENTERS – A SURVEY STUDY IN GERMANY

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ABSTRACT

This study examines which factors influence the settling of children with migration background. Settling refers to the process of transitioning young children from the family to out-of-home care in day care centers. Children must become accustomed to the new facility and generally to the changed overall situation. Prior literature examines settling in general, but there is a lack of evidence on what factors influence the success of settling for children with migration background. As migration flows increase worldwide, this topic is of great relevance. This study examines the settling of children with migration background in Germany, which has a long history as a country of immigration. I conducted a survey with 112 teachers of day care centers to investigate causes of successful settlings of children with and without migration background. The answers of the respondents show that there are hardly any differences between children with and without migration background. Thus, the results refute the widespread assumption that children are generally different from German children and that settling need therefore to be different. Rather, the settling process depends on the character of the child and the attitude of the parents, as well as the resulting intensity of the bond between parents and child. The study also shows that differences exist with regard to communication with parents with migration background. Therefore, the conversations with parents with migration background should take place more often and for a longer period of time. For the teachers, experiences with other cultures are exciting, but only if the proportion of children with migration background is at a medium level.

KEYWORDS: settling process in day care, children with migration background, settling of migration children, early childhood education, transition process to day care.

1. INTRODUCTION:

In this study, I examine the factors influencing successful settling of children with migration background in day care centers. Settling is the process of transitioning young children from the family to out-of-home care, such as day care, crèche, or kindergarten (Van Dieken 2015). Settling can thus be understood as getting used to the new facility and generally to the changed overall situation for both the children and their caregivers. The focus of the settling process is the development of the child's relationship with the teachers working there (Damen 2014).

The settling process is considered successful and accordingly completed when the professional is able to comfort the child after a separation from the caregiver, so that the child subsequently explores the premises with an open mind and eagerly and shows interest in the other children (Dreyer 2015). Because settling involves separations from parents, it presents very special challenges for children. They are confronted with unfamiliar surroundings, people and new, recurring daily routines. The children have to adapt to this new situation (Hédervári-Heller and Maywald 2009).

To date, relatively few studies exist on the question of how young children experience the process of settling to day care and what consequences the experiences children have in this settling process have for early childhood developmental and educational processes (Ahnert and Lamb 2003, Bailey 2008, Dornes 2006, Hover-Reisner and Funder 2009, Laewen 1992). The transition between the care of the child in the context of the family to the regular care in the day care center represents a process of transformation and change, which puts considerable stress on both the child and its caregivers and in this sense has a crisis character (Datler et al. 2010).

So far, there is a lack of a study dealing with the settling of children with migration background. To fill this gap, this article examines which factors influence the settling of children with migration background. I conducted a survey of teachers in day care centers in Germany. I received 112 questionnaires back and analyzed them descriptively and multivariately.

The results show that among the main challenges and problems in the settling process is the character of the child. Factors such as the size of the group, the number of teachers or separation difficulties on the part of the child or parents do not play a significant role. It happens much less often in practice than assumed that a settling is interrupted or even terminated. The results also show no clear reasons that could be used as warning signals.

The survey shows that children with migration background are part of everyday life in day care centers. The respondents state that the settling of children with migration background neither takes longer nor is more difficult than with other children. However, communication with parents is sometimes more difficult for children with migration background, as they do not speak the language at all or not as well. For most teachers, it is exciting to experience foreign cultures so

closely, and some of them note that despite the cultural differences, parents' parenting styles are very similar. Clichés such as that children with migration background are more communicative were not confirmed by most of them.

Tests for equality in response behavior show differences only among respondents with the Munich vs. Berlin Settling Model and among respondents with different proportions of children with migration background. Thus, the Berlin Model results in higher approval rates than the Munich Model for the statements that the settling process takes longer for children with migration background and that communication with parents is more difficult.

The responses of head teachers at day care centers with different proportions of children with migration background show that the middle group (proportion of children with migration background is between 30 and 50%) agrees more than the other two groups with the statement that it is exciting to experience the differences in culture so closely. The reason for this is probably that if the proportion of children with migration background is too low, there is little experience and if the proportion is high, there is a saturation of interest.

The article contributes to the previous literature in several ways. First, it provides evidence comparing the settling process for children with and without migration background. Previous studies (e.g., Dalli 2007) examine the settling process in general and do not differentiate between children with and without migration background. Second, I examine settling with a comprehensive survey study, whereas previous studies use case studies or interviews (e.g. Schaich 2011). With surveys, more objective statements can be derived and the results are more generalizable. Third, the results of this study examine important success factors of a gentle settling process which provides valuable recommendations for practice.

2. THEORY:

Settling involves the transition from the family to a day care center. Transitions are defined as life events that require the management of changes on several levels, whereby development is stimulated in the confrontation of the individual and his or her social system with social demands (Niesel and Griebel 2013). Transitions are significant because they are recurring events throughout the life course and have an impact on development. Learning is stimulated by exposure to new circumstances, which results in education. These learning experiences impact an individual's entire educational trajectory (Griebel and Niesel 2011). In childhood, another transition, in addition to entry into day care, is the move from day care to elementary school (Van Dieken 2015).

Because a transition involves changes at different levels, the following section highlights the three different levels that represent changes for the child during the transition to a child care center.

First, changes occur at the level of individualism, as the children receive a new role assignment as "day care center child" (Niesel and Griebel 2013). They are a

part of the respective day care center and must accept this facility as a place to develop and educate themselves. Older children often show contradictory emotional attitudes. On the one hand, they are joyful about the transition, but at the same time they show uncertainty because they cannot categorize what will await them (Niesel and Griebel 2013).

Second, changes occur on the relationship level, as children must be willing to enter into new relationships with other, unfamiliar people (Niesel and Griebel 2013, Van Dieken 2015).

Third, the level of living environments changes, as children are expected to adapt to the new circumstances. The child knows his familiar environment within the family and at the same time spends a lot of time in a foreign institution, with new premises, a different daily routine and unknown rules (Niesel and Griebel 2013). Bethke et al. (2009) also point out that the child is exposed to an unfamiliar volume associated with the high number of children in a group, to which they must first become accustomed. Furthermore, in the well-equipped rooms, he or she finds many materials with which he or she must come to grips. The child is thus exposed to a large number of new stimuli that it has to process (Bethke et al. 2009).

Due to the young age of the children and the low number of mastered transitions, they have a low level of experience as well as unproven skills to adapt to new situations (Niemann 2011). The aforementioned changes represent burdens and demands for the child, which he/she is confronted with during the settling phase (Hédervári-Heller and Maywald 2009).

In the past, the emotional stresses of children during the transition from the family to an out-of-home care facility were not taken into account, so that an individual and scientifically based settling process was dispensed with (Niemann 2011). Only with the realization that the design of the transition has an impact on the physical condition and also on the child's development (Niemann 2011), settling models that allow a smooth transition to outside care come to the fore (Bucheber 2009). Dreyer (2015) also points out that the settling process is favored when children are settled on the basis of an settling model.

The best-known settling models in Germany are the Berlin and Munich Models. The Berlin Settling Model is based on Bowlby's (1979) attachment theory. The basis of the model is attention to the child's attachment to his or her mother and the different qualities of attachment (Dreyer 2015). The model typically allows two to three weeks for a child to settle (Braukhane and Knobloch 2011). The Munich Settling Model is based on the results of transition research (Dreyer 2017). An essential element of this model is the participation of the children's group during the settling period, in addition to the child, the parents and the teacher. In this process, the active part of the settling process shifts from the teacher to the parents and to the children who have been attending the facility for a longer period of time (Dreyer 2017, Skalska 2015).

The design of the settling period can have an impact on the child's development. Relationship experiences shape growing people and influence the structural development of the human brain (Hüther 2004). In separation situations that accompany the transition from the family to a day care center, the child experiences relationships with caregivers that subsequently influence the structural makeup of the brain and thus child development (Dreyer 2015).

3. MATERIAL AND METHODS:

For this survey study, I sent questionnaires to teachers in day care centers in Germany who have experience with settling. I asked 134 persons or institutions. Care was taken to ensure that participants were represented by all possible day care centers - private, municipal, church, or other. All persons interviewed work in day care centers in Munich.

First, building on theory, I created a questionnaire with a welcome and explanatory text as well as questions about the settling of children. The first 6 main questions relate to determining the current situation in settling generally as well as specifically in the settling of children with migration background. For the answers I used Likert scales from 1 to 5 for the degree of agreement. In addition, I included free text fields in which the respondents could add comments.

In the second part of the survey, I used 6 questions to collect the variables necessary for the statistical analyses: type of settling model, proportion of children with migration background, professional experience of the pedagogical director, size of the day care center, number of settlings, type of provider and the anchored language concept.

I entered all survey questions into an online tool and added an appealing picture of young children to increase the response rate. The first version was tested with a well-known teacher and revised and improved with the feedback received.

I made a pre-selection of different day care centers in the Munich area and collected their contact data or contact persons. Due to the Covid-19 crisis, the day care centers were temporarily closed and the availability of the teachers was very limited. To establish initial contact, I sent personalized emails describing the study with a request to participate. In the next step, I called the facilities con-

tacted and asked whether the e-mail was received, so that the contact persons could also thereby gain assurance that this was a genuine study and that the link to the survey could be opened without hesitation. In total, I received 116 completed questionnaires back which equals a response rate of 87%. However, only 92 of the responses were completed in full. Thus, the number of answers varies by the different questions. I find no evidence of non-response bias, as the responses of early and late responders do not differ significantly.

To evaluate the results, I performed a classical descriptive statistical data analysis. Graphical representations of the results and descriptive statistics form the basis. In addition, I applied the conclusive statistics with the significance test (Keller 2012). Since Likert scales are discrete, ordinal, and have only a limited range, but are nevertheless approximately normally distributed with a larger number of observations, both a parametric and a nonparametric procedure can be applied for statistical testing with respect to a comparison of different groups (De Winter and Dodou 2010). Strictly speaking, the data collected from the Likert scales are not normally distributed, so that non-parametric comparative tests would have to be applied (De Winter and Dodou 2010). The sample in the survey is sufficiently large to assume a normal distribution due to the central limit theorem, but it is not very large to be robust to a lack of power of the statistical test. Therefore, I conducted comparisons between groups using the following parametric tests:

1. t-test for the comparison of two independent samples
2. Single-factor analysis of variance (ANOVA) for comparison of more than two independent samples.

In the tests, I analyzed differences with respect to the following variables:

1. Settling model: Munich Model vs. Berlin Model
2. Proportion of children with migration background: low, moderate, high
3. Professional experience of the specialist: low, moderate, high, very high
4. Size of the day care center: small, medium, large, very large
5. Number of settlings per year: few, moderate, many, very many
6. Supporting organization: municipal, private, church
7. Language concept of the day care center: monolingual, bilingual, trilingual

4. DESCRIPTIVE RESULTS:

In the following I provide four types of descriptive results: First, I provide an overview of the characteristics of the respondents. Second, I show the responses about challenges of settling in general. Third, I present the responses about the settling of children with migration background.

Characteristics of the survey participants:

I collected some statistical information from the respondents. The professional experience of the teachers differs by level: supplementary staff, specialist staff, specialist staff with management position, pedagogical management. In Germany, a supplementary staff member is a pedagogical employee who had a short training and works alongside the specialist without being allowed to take on group responsibility. A specialist is a pedagogue who has either completed a 5-year specialist training or a university degree. The specialist can work in a larger institution without group responsibility as a group leader, as a deputy or later as a pedagogical leader. The average work experience of the interviewees is about 2.90 years as a supplementary worker, 6.24 years as a specialist, 4.48 years as a specialist with a management position and 4.48 years as a pedagogical manager. On average, each professional has approximately 0.98 years of experience abroad. This diversity of professional experience among the teachers benefits the survey, as it allows for their diversity of opinions and experiences to be taken into account. The experience abroad, which is rather uncommon for this professional group, is also beneficial, as the teachers abroad come into contact with a different language, culture, as well as different educational methods. Thus, their diversity competence is strengthened and their work is sensitized to the specifics of families with migration background.

Furthermore, I surveyed the size of the facilities. 25.00% of the respondents work in facilities with less than 30 care places, 33.30% in facilities with 30-50 places, 29.20% in facilities with 51-100 places and only 12.50% work in large facilities with more than 100 places. The different size of the day care centers is also reflected in the number of employees. 54.20% of respondents have less than 10 teachers and 45.80% have between 10 and 35 teachers in the day care center.

In addition, I surveyed what the average percentage of newly settled children in the day care center is per year. 8.70% of respondents have an average of less than 10% of total children in care newly settled each year. 34.80% have 10% to 20% to be settled, 26.10% have 20%-30% and 30.40% have more than 30% to be settled. It is difficult to establish a correlation between the size of the day care center, the number of teachers, and the average number of new settlings per year. It depends

on the group structure of the day care center. For example, in facilities with crèche groups, there is more often a new settling than in facilities with crèche and kindergarten groups together. In contrast, there are few new settlings in facilities with large mixed groups and/or an open concept.

Furthermore, I surveyed the provider of the facilities. 26.10% of the interviewed teachers work for day care centers with a municipal provider, 52.20% for a private provider, 13.00% for a church provider and 8.70% for other providers that are non-profit or corporate.

Finally, I surveyed the conception of the facilities. Many private day care centers offer a foreign language, which is still rarely the case with municipal and church day care centers. Multiple answers were possible for the question about the lan-

guages anchored in the conception. All respondents state that the institution has anchored the German language in the conception. 34.80% also have the English language and 4.30% the French language.

Challenges and problems in the settling process:

The first question deals with which challenges and problems occur most frequently during the settling process. 112 of 116 respondents gave their opinion here on the extent to which they agreed with the following statements. Table 1 shows the results. For the statement that there are "too few staff," 22.22% strongly agree and 18.52% agree, but 22.22% strongly disagree and 7.41% disagree. The arithmetic mean of all responses is 3.11, with a relatively large standard deviation of 1.45. The median is 3.

Table 1: Responses to challenges in the settling process.

	strongly disagree	disagree	neutral	agree	strongly agree	arithmetic mean	standard deviation
Too few staff	22.22%	7.41%	29.63%	18.52%	22.22%	3.11	1.45
Too many children to settle at once	11.11%	22.22%	37.04%	11.11%	18.52%	3.04	1.26
Difficulty in attempts to separate because the child does not want to separate	0.00%	22.22%	66.67%	7.41%	3.70%	2.93	0.68
Difficulties in trying to separate because the mother/father does not want to separate	0.00%	22.22%	55.56%	18.52%	3.70%	3.04	0.76
Difficulties as mother and father took turns settling in	18.52%	48.15%	18.52%	11.11%	3.70%	2.33	1.04
The settling process is very different for each child	0.00%	0.00%	7.14%	39.29%	53.57%	4.46	0.64

This table shows the level of agreement of 112 respondents to a survey of head teachers of day care centers in Germany on statements regarding challenges in the settling process. The first column shows the statements given for the question. Columns 2-5 show the percentage of respondents who answered with strongly disagree, disagree, neutral, agree, and strongly agree (five-point Likert scale). The last two columns show the arithmetic mean and the standard deviation of the responses.

Opinions differ on the statement "too many children to settle at once" 33.33% strongly disagree or disagree, 29.63% agree or strongly agree, and 37.04% are undecided. The arithmetic mean of all responses is 3.04, although the standard deviation here is also relatively large at 1.26. The median is 3.

The agreement rates for the answers "difficulty in attempts to separate because the child does not want to separate" and "difficulty in attempts to separate because the mother/father does not want to separate" are similar. Both are disagreed with by 22.22% each and 3.70% strongly agree. The majority of respondents are undecided in each case and for the first answer 7.41% agree and for the second 18.52% agree. The arithmetic mean of both answers is correspondingly 2.93 and 3.04, with the standard deviations of 0.68 and 0.76 being relatively small here in each case. The median in both cases is 3. These key figures confirm once again that most respondents answered the questions with "neutral".

If mother and father alternate during the settling period, this hardly leads to any difficulties, as 66.67% of respondents strongly disagree or disagree here. Undecided are 18.52% and only 14.81% agree or strongly agree. Accordingly, the arithmetic mean of 2.33 is a relatively low value. The standard deviation is 1.04.

The median is 2.

The greatest challenges seem to be the individual course of settling for each child. Here, 92.86% of the teachers surveyed agree or strongly agree and only 7.14% state that they are undecided. The arithmetic mean is 4.46. The standard deviation is 0.64, which is very small, indicating that most respondents gave similar answers. The median is 5, which again illustrates that most respondents agree. The additional text box mentions other challenges such as staff fatigue or getting sick, the particularly difficult settling twins, and the different attitudes of individual teachers on the team.

In the next question, I examine how often there was a pause or even an abortion of the settling process for specific reasons. Table 2 shows the results. For 88.89% a longer trip by the family never or rarely is the cause for pausing or aborting the settling. Thus, the arithmetic mean is a very small 1.41. The standard deviation is 0.69, which is also very small, indicating that most respondents answered similarly. The median is 1, which underscores that most respondents answered this statement with "never", and none of the respondents with "very often".

Table 2: Responses to pausing and discontinuing settling

	very rarely	rarely	sometimes	often	very often	arithmetic mean	standard deviation
The settling was paused because the family took a long trip	70.37%	18.52%	11.11%	0.00%	0.00%	1.41	0.69
The settling was paused because the child was sick for a longer time	33.33%	33.33%	29.63%	3.70%	0.00%	2.04	0.90
The settling was paused because the child got a sibling	80.77%	19.23%	0.00%	0.00%	0.00%	1.19	0.40
The settling was aborted because the child was overwhelmed	57.69%	30.77%	7.69%	3.85%	0.00%	1.58	0.81
The settling was aborted because the parents had feelings of guilt	61.54%	26.92%	11.54%	0.00%	0.00%	1.50	0.71

This table shows the level of agreement of 108 respondents to a survey of head teachers of day care centers in Germany on statements regarding the frequency of reasons for pausing or discontinuing settling in day care centers. The first column shows the given statements regarding the question. Columns 2-5 show the percentage of respondents who answered with very rarely, rarely, sometimes, often, very often (five-point Likert scale). The last two columns show the arithmetic mean and the standard deviation of the responses.

The illness of the child also very rarely or rarely has a negative impact for 66.66% of the respondents. The arithmetic mean is 2.04. The median is 2, showing once again that most respondents do not consider the illness of children to be a problem.

If children have siblings during the settling period, this is very rarely or rarely a problem for the respondents (100%). The arithmetic mean is 1.19. The standard deviation is 0.40 and thus turns out to be very low, which is an indication that the respondents answered very similarly. The median is 1.

Overwhelming the child during settling seems to be a reason for interrupting or ending settling very rarely or rarely for 88.46% of the respondents. Only 3.85% answer that this happens often. The arithmetic mean is 1.58. The median is 1, showing that most respondents (57.69%) answered "never" to this statement.

For 88.46% of all respondents it occurs very rarely or rarely that the settling was aborted because the parents had feelings of guilt. Only 11.54% state "sometimes". The arithmetic mean is 1.50. The median is 1, thus confirming that most respondents (61.54%) have never or rarely had this experience. Thus, none of the

specified causes plays a serious role in the interruption or even termination of settling.

Settling of children with migration background:

In the next question, I examine how many children with migration background (at least one parent is not German(s) or speaks a language other than German at home) were in the day care center on average in the last three years. 34.60% of the respondents indicated that children with migration background were in the majority. 30.80% of respondents had a percentage of 30-50%, 23.10% had a percentage of 10-30% and only 11.50% had less than 10% of children with migration background in their day care center. There is no day care center that has no

children with migration background at all. The latter also allows all respondents to answer the following questions from their own experience, as this is specifically about the settling process for children with migration background.

In the next question, I examine the extent to which respondents agreed with selected statements about settling children with migration background. Table 3 shows the results. 50.00% strongly disagree or disagree with the statement that the settling period for children with migration background takes longer than for children without migration background. 34.62% are undecided and only 15.38% agree or strongly agree that it takes longer. The arithmetic mean is 2.50. The standard deviation is 1.17. The median is 2.5.

Table 3: Responses on the duration and complexity of settling for children with migration background

	strongly disagree	disagree	neutral	agree	strongly agree	arithmetic mean	standard deviation
Settling takes longer	23.08%	26.90%	34.62%	7.69%	7.69%	2.50	1.17
Settling runs more complicated	15.38%	38.46%	34.62%	3.85%	7.69%	2.50	1.07
Communication with parents is more difficult	7.69%	7.69%	46.15%	26.92%	11.54%	3.27	1.04
General cooperation with parents is more difficult	7.69%	26.92%	42.31%	11.54%	11.54%	2.92	1.09
Communication with children is more difficult	11.54%	30.77%	34.62%	11.54%	11.54%	2.81	1.17

This table shows the level of agreement of 104 respondents to a survey of head teachers of day care centers in Germany on statements regarding the duration and complexity of settling of children with migration background in day care centers. The first column shows the given statements on the question. Columns 2-5 show the percentage of respondents who answered with strongly disagree, disagree, neutral, agree, and strongly agree (five-point Likert scale). The last two columns show the arithmetic mean and the standard deviation of the responses.

A similar distribution of opinions is also observed for the statement that the settling process is more complicated for children with migration background. 53.84% state that they disagree or strongly disagree and 34.62% are undecided. Only 11.54% agree or even strongly agree with the statement. The arithmetic mean is 2.50. The standard deviation is 1.07. The median is 2.00, indicating that the majority of respondents (38.46%) disagree.

That communication with parents is more difficult for children with migration background is confirmed by 38.46% of respondents who agree or strongly agree. 46.15% are undecided and 15.38% disagree or strongly disagree. The arithmetic mean is 3.27 and thus has a relatively high value. The median is 3.00, confirming that most respondents (46.15%) answered "neutral".

The statement that cooperation with parents with migration background is generally more difficult was strongly disagreed with or disagreed with by 34.61%, and 42.31% are undecided. The arithmetic mean is 2.92. The standard deviation is 1.09. The median is 3, again showing that the majority answered "neutral". Thus, the more difficult communication with parents with migration background probably does not directly affect the general cooperation.

I also examine communication with children with migration background.

11.54% strongly disagree with the statement that this is more difficult and 30.77% disagree. Only a total of 23.08% of respondents agree or strongly agree with this statement. The arithmetic mean is 2.81, and the standard deviation is 1.17. The median is 3, illustrating that in this case, too, the majority (34.62%) answers "neutral". Similar to the parents, communication with children with migration background is thus not necessarily more difficult for most teachers.

Overall, it can be concluded that the fears that families with migration background are more care-intensive do not find much confirmation. Most answers are neutral, disagree or strongly disagree. The only exception is communication with parents, where about one third of the respondents see difficulties.

With the next question, I examine the special features of settling children with migration background. Again, I presented various statements to the respondents. Table 4 reports the results. For the first statement, 69.23% of the respondents strongly agree or agree with the statement that it is necessary to know the culture of families with migration background better. The arithmetic mean is 3.96, which is a relatively high value. The standard deviation is 1.04. The median is 4, illustrating that 30.77% of respondents agree and 38.46% strongly agree that one needs to know the culture of the family better.

Table 4: Responses on the special features of the settling of children with migration background

	strongly disagree	disagree	neutral	agree	strongly agree	arithmetic mean	standard deviation
You have to know the culture of the family better	0.00%	11.54%	19.23%	30.77%	38.46%	3.96	1.04
You have to understand the language of the family a bit	19.23%	30.77%	30.77%	7.69%	11.54%	2.62	1.24
You have to talk more often with parents	7.69%	15.38%	11.54%	42.31%	23.08%	3.58	1.24
You have to talk longer with parents	7.69%	7.69%	26.92%	30.77%	26.92%	3.62	1.20

This table shows the level of agreement of 104 respondents to a survey of head teachers of day care centers in Germany on statements regarding the special features of settling of children with migration background in day care centers. The first column shows the given statements on the question. Columns 2-5 show the proportion of respondents who answered with strongly disagree, disagree, neutral, agree, and strongly agree (five-point Likert scale). The last two columns show the arithmetic mean and the standard deviation of the responses.

The second statement I presented to the respondents was that it is necessary to understand at least somewhat the language of the families with migration background. 50.00% say they strongly disagree or to disagree with this statement, and 30.77% were undecided. The arithmetic mean is 2.62. The standard deviation is 1.24, which is slightly higher. The median is 2.5.

In the next statement, the majority of respondents (65.39%) confirm that it is necessary to talk more often with parents because they agree or strongly agree with the statement. 11.54% were undecided. The arithmetic mean is 3.58 and thus has a relatively high value. The standard deviation is 1.24, which is slightly higher. The median is 4 and shows that there is an increased need for communication among parents with migration background.

A similar picture emerges for the last statement. 57.69% agree or strongly agree with the statement that it is necessary to talk to parents with migration background for longer than to German parents. 26.92% are undecided. The arithmetic

mean is 3.62 and thus has a relatively high value. The standard deviation is 1.20. The median is 4 and again shows that most respondents agree with the statement. Overall, the results in this area show how important parental work is in the settling process for children with migration background. Here, more frequent and longer communication seems to be of particular importance.

With the next question, I examine the special features of settling children with migration background. Table 5 shows the results. The first statement relates to parenting methods. 34.61% of the teachers agree or strongly agree that parents have similar parenting methods despite different cultures. Only 19.23% of the respondents disagree and none strongly disagrees. The arithmetic mean is 3.31, which is a rather high value. The median is 3, confirming that most respondents tend to agree with the statement. Although it is often assumed that different cultures have correspondingly different parenting methods, this seems to be different in practice.

Table 5: Responses on the special features of children with migration background

	strongly disagree	disagree	neutral	agree	strongly agree	arithmetic mean	standard deviation
It is interesting to see that in spite of different cultures, many parents have very similar parenting methods of education	0.00%	19.23%	46.15%	19.23%	15.38%	3.31	0.97
The children with migration background are more communicative	0.00%	60.00%	28.00%	12.00%	0.00%	2.52	0.71
The children with migration background are more open-minded	0.00%	56.00%	32.00%	12.00%	0.00%	2.56	0.71
It's exciting to experience other cultures so closely	0.00%	3.85%	11.54%	53.85%	30.77%	4.12	0.77

This table shows the level of agreement of 104 respondents to a survey of head teachers of day care centers in Germany on statements regarding the special characteristics of children with migration background. The first column shows the statements given for the question. Columns 2-5 show the percentage of respondents who answered with strongly disagree, disagree, neutral, agree, and strongly agree (five-point Likert scale). The last two columns show the arithmetic mean and the standard deviation of the responses.

The second and third statements deal with the question of whether children with migration background are more communicative or open-minded. However, 60.00% of respondents disagree with the second statement and only 12.00% agree. The arithmetic mean is 2.52. The standard deviation of 0.71 is relatively small and indicates that the respondents give relatively similar answers. The median is 2, confirming that the majority disagree with the statement. A similar picture emerges for the statement on open-mindedness. 56.00% disagree with the statement that children with migration background are more open-minded. The arithmetic mean is 2.56. The standard deviation is again relatively small at 0.71 and the median is 2. Thus, these two results refute widespread assumptions about the communication and open-mindedness of children with migration background.

A large majority of teachers (84.62%) agree or strongly agree with the statement that it is exciting to experience other cultures so closely. The arithmetic mean of 4.12 is very high. The standard deviation of 0.77 is relatively small and an indication that, as in the previous questions, the respondents gave relatively similar answers. The median is 4, confirming that the majority agree with this statement. In an additional field, the participants could indicate what other experiences they had with children with migration. One participant states that French children were very easy to settle at any age - both in the nursery and kindergarten. In contrast, Indian, Arab and Turkish children are more difficult to settle. The participant assumes that it is not so much nationality that plays a role in the settling process,

but rather the fact that in the latter countries early external care is not common and the parents first have to come to terms with this attitude. This is passed on unconsciously and nonverbally to the child. Another participant noted that the settling process is very individual, depending on the family, regardless of the culture.

5. MULTIVARIATE RESULTS:

As explained in Section 3, I conduct multivariate tests regarding differences in response behavior. In the tests, I find that only the first two of a total of seven categories yield consistently significant and thus interpretable results. Therefore, only the results for these two categories are presented in more detail below.

Differences in response behavior with respect to different settling models.

I analyzed the respondents' response behavior with respect to group differences using parametric tests. For this purpose, all respondents are divided into groups based on variables. The first division is based on the applied settling model. I conducted a t-test regarding differences in the arithmetic mean for respondents applying the Munich Model and respondents applying the Berlin Model.

Table 6 shows the results. The table shows that the two samples are very similar in their response behavior. Significant differences are analyzed below.

Table 6: Two-sample t-test for equality of responses for respondents using the Munich Model and respondents using the Berlin Model.

Two-Sample t-Test Assuming Unequal Variances				
	Mean difference	t Stat	Sig. One tailed	Sig. Two tailed
To what extent do you agree with the following challenges in the settling process?				
Too few staff	0.781	-1.089	0.152	0.305
Too many children to settle at once	-0.210	0.350	0.366	0.733
Difficulty in attempts to separate because the child does not want to separate	0.067	-0.147	0.443	0.887
Difficulties in trying to separate because the mother/father does not want to separate	-0.133	0.292	0.389	0.779
Difficulties as the mother and father took turns in settling in	-0.743	1.589	0.072	0.143
The settling process is very different for each child	0.358	-1.177	0.131	0.262
In the last three years, how often were there cases in which you paused or completely aborted the settling process? If this was the case, what was the reason?				
The settling process was paused because the family took a long trip	0.381	-0.969	0.181	0.361
The settling process was paused because the child was sick for a longer time	0.086	-0.229	0.411	0.822
The settling process was paused because the child got a sibling	0.071	-0.330	0.374	0.748
The settling process was aborted because the child was overwhelmed	0.000	0.000	0.500	1.000
The settling process was aborted because the parents had feelings of guilt	-0.143	0.397	0.349	0.698
To what extent do you agree with the following statements regarding the settling process of children with a migration background?				
Settling takes longer	1.214	-2.555	0.011	0.023
Settling runs more complicated	0.500	-0.972	0.176	0.352
Communication with parents is more difficult	0.643	-1.478	0.083	0.165
General cooperation with parents is more difficult	0.857	-1.938	0.039	0.079
Communication with children is more difficult	0.643	-1.062	0.157	0.313
To what extent do you agree with the following special features of the settling process of children with a migration background?				
You have to know the culture of the family better	-0.214	0.386	0.355	0.709
You have to understand the language of the family a bit	-0.071	0.112	0.457	0.914

You need to talk more often with parents	1.000	-2.403	0.014	0.029
You have to talk longer with the parents	1.571	-4.752	0.000	0.000
To what extent do you agree with the following statements regarding the acclimation of children with a migration background?				
It is interesting to see that in spite of different cultures, many parents have very similar methods of education	-0.429	0.860	0.208	0.415
The children with migration background are more communicative	-0.071	0.200	0.423	0.845
The children with migration background are more open-minded	0.000	0.000	0.500	1.000
It's exciting to experience other cultures so closely	-0.143	0.332	0.373	0.747

This table shows results of a test for equality of agreement among 104 respondents to a survey of head teachers in Germany between respondents using the Munich Model and respondents using the Berlin Model. Unequal variances are assumed for the two-sample t-test. The first column shows the pre-specified statements for the questions in Tables 1 to 5. Column 2 shows the mean difference between the two groups (Group 1: respondents applying the Munich Model, Group 2: respondents applying the Berlin Model). Column 3 reports the t-statistic for the test of the hypothesis that the responses of the two groups are identical. Column 4 shows the significance one tailed and column 5 the significance two tailed.

For the statement that there are difficulties in the settling process when mother and father take turns, the mean value of agreement is significantly higher for the Munich Model than for the Berlin Model (one-sided test). This was to be expected ex-ante, because the Munich Model provides for a longer and more intensive accompaniment of the child in the group by the parents or caregivers.

The statement that it takes longer for children with migration background to settle in has a significantly higher mean value for the Berlin Model than for the Munich Model (two-sided test). The reason for this is probably that the Munich Model provides a longer settling period for every child (regardless of nationality). Consequently, the longer settling period for children with migration background becomes more apparent when the Berlin Model is applied.

The statement that communication with parents is more difficult when children with migration background settle in has a significantly higher mean value in the Berlin Model than in the Munich Model (one-sided test). This was to be expected ex-ante because in the Berlin Model parents generally spend less time in the group and thus have less time and opportunity to understand contexts or to ask their questions.

The statement that general cooperation with parents is more difficult when settling children with migration background has a significantly higher mean value in the Berlin Model than in the Munich Model (one-sided test). This was to be expected ex-ante because, similar to the previous statement, in the Berlin Model parents generally spend less time in the group and thus have less time and opportunity to understand contexts or to ask their questions.

The mean value of agreement for the Berlin Model is also significantly higher than for the Munich Model when it comes to the statement that it is necessary to speak with parents more often and for longer periods when settling children with

migration background. The reason for this is probably that the Berlin Model provides for a much shorter stay of the parents in the group. This means that, in contrast to the Munich Model, there is not enough time and opportunity for parents to observe the children's everyday life, to experience and understand processes more intensively, and to ask questions. For this reason, the Berlin Model requires longer conversations with the parents when a migration child settles in, and these conversations must take place more often.

Differences in response behavior with regard to different proportions of children with migration background

In the following, differences in response behavior are examined in relation to the proportion of children with migration background in the respondents' institution. Here I distinguish three groups: Group 1 with less than 30%, Group 2 with greater than 30% and less than 50%, and Group 3 with greater than 50%. Methodologically, a one-factor analysis of variance (ANOVA) is performed because there are more than two independent samples. The distribution of the groups is relatively even. For example, Group 1 and Group 3 each have 36 respondents and Group 2 has 32 respondents.

Table 7 shows the results of the ANOVA. The response behavior of respondents is robust across the three groups as almost all ANOVA results are not significant. The only exception is the question of whether it is exciting for children with migration background to experience the differences in culture so closely. Here, the second group (proportion of children with migration background is between 30 and 50%) shows higher agreement than the other two groups. This is also confirmed by pairwise t-tests. The reason for this is probably that if the proportion of children with migration background is too low, there is little experience and/or there may be fear of contact. If the proportion is over 50%, the existing diversity in the facility may lead to a kind of saturation of interest.

Table 7: ANOVA test for equality of responses among respondents with different proportions of children with migration background in the day care center

ANOVA Single Factor		
	F	Sig.
To what extent do you agree with the following challenges in the settling process?		
Too few staff	0.270	0.765
Too many children to settle at once	0.742	0.487
Difficulty in attempts to separate because the child does not want to separate	1.701	0.205
Difficulties in trying to separate because the mother/father does not want to separate	0.839	0.445
Difficulties as the mother and father took turns in settling in	0.067	0.935
The settling process is very different for each child	0.415	0.665
In the last three years, how often were there cases in which you paused or completely aborted the settling process? If this was the case, what was the reason?		
The settling process was paused because the family took a long trip	2.112	0.144
The settling process was paused because the child was sick for a longer time	0.291	0.750
The settling process was paused because the child got a sibling	0.839	0.445
The settling process was aborted because the child was overwhelmed	1.126	0.342
The settling process was aborted because the parents had feelings of guilt	1.076	0.358
To what extent do you agree with the following statements regarding the settling process of children with a migration background?		
Settling takes longer	0.422	0.660
Settling runs more complicated	0.323	0.727
Communication with parents is more difficult	0.925	0.411

General cooperation with parents is more difficult	0.433	0.654
Communication with children is more difficult	0.132	0.877
To what extent do you agree with the following special features of the settling process of children with a migration background?		
You have to know the culture of the family better	0.031	0.969
You have to understand the language of the family a bit	0.485	0.622
You need to talk more often with parents	1.561	0.231
You have to talk longer with the parents	0.890	0.424
To what extent do you agree with the following statements regarding the acclimation of children with a migration background?		
It is interesting to see that in spite of different cultures, many parents have very similar methods of education	0.129	0.880
The children with migration background are more communicative	1.660	0.213
The children with migration background are more open-minded	1.846	0.182
It's exciting to experience other cultures so closely	3.083	0.065

This table shows results of a test for equality of agreement of 104 respondents to a survey of head teachers in Germany between respondents who have different high proportions of children with migration background in their day care center. The following three groups are defined: Group 1: respondents who have up to 30% children with migration background in the day care center, Group 2: respondents who have between 30% and 50% children with migration background in the day care center, and Group 3: respondents who have more than 50% children with migration background in the day care center. To test the groups for differences, an ANOVA single factor test was used. The first column shows the pre-specified statements for the questions in Tables 1 through 5. Column 2 shows the F-statistic of the ANOVA. Column 3 reports the significance of the ANOVA.

6. CONCLUSION:

This survey study examines the settling of children with and without migration background in day care centers. The responses of the 112 educators in German day care centers show that the settling of children with migration background is a very common phenomenon. This underlines the relevance of the topic. Surprisingly, however, it turns out that the settling of children with migration background does not fundamentally differ from the settling of children without migration background. Rather, the character of the child, the language skills of the parents, and the intensity of the parent-child relationship determine the process of settling. Thus, especially for toddlers, the settling process is primarily about responding to the child's individual needs, regardless of whether the child has migration background or not. In addition, intensive communication with parents with migration background is important. This is all the more true when the Berlin Model is used, since this model allows less time for parents in the group and also generally in the day care center. The cultural differences among families with migration background are not necessarily negative for the caring teachers. They are perceived as exciting, especially if the proportion of children with migration background in the day care center is medium. The reason for this is probably that the teachers have already gained sufficient experience with the diversity of cultures with a moderately high proportion, but that saturation has not yet set in.

Overall, the study shows how important the settling process and here the interpersonal level is in order to gain the trust of the child and also of the parents. Especially from the families with migration background, who are in a new country and far from family and friends, the settling process and the trust in the teachers is of special importance. Every child needs closeness, reliability and security and these should also be offered to them in the day care center. Settling then becomes the first important step towards the child's independence.

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About the Author:

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